

2018 Annual Report to The School Community



School Name: Strathmerton Primary School (2790)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 25 March 2019 at 09:30 AM by Geoffrey Weppner
(Principal)

- All teachers employed or engaged by the school council meet the registration requirements of the Victorian Institute of Teaching.
- To the extent that the school council is responsible, the school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December 2018 from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- To the extent that the school council is responsible, the school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 24 April 2019 at 06:53 PM by Gregory Brooks
(School Council President)

About Our School

School context

The core purpose of Strathmerton Primary is to provide an inclusive, rigorous learning environment that challenges and engages young people to grow as passionate learners. The school seeks to develop motivated, creative and independent learners who demonstrate strong social values and whose leadership, resilience and self-esteem is evident when interacting with the community. The school's population has steadily increased during 2018, due to a larger Foundation intake and transfers from local schools, giving us a total of 110 students. Our student population comes mainly from the Strathmerton township, with other students being bussed in from the surrounding areas of Yarroweyah and Bearii. The overall Socio Economic profile of the school community is in the Low range, as determined by the Student Family Occupation and Education index, so our allocated Equity funding was directed to providing additional support to our most vulnerable students through aide support and speech therapy. The school has five classrooms operating, each of which is a composite class. In addition to the Principal, five full-time classroom teachers and a full-time office manager, we had a full-time Leading Teacher who provided PE/Sport sessions, ran intervention classes and provided welfare support, as well as a 0.2 EFT Art Teacher, 0.2 EFT LOTE (Auslan) and Music 0.2EFT (during terms two and three). Students had the opportunity to compete against other schools in the annual Moira Cluster Athletics Sports, as well as Winter Sports (football and netball). We also ran our annual swimming program in Term One and Sporting Schools funding was used to provide coaching in a variety of sports during each of the four terms. A highlight for the year was our school production called 'Detention', which involved all our students and was performed in front of an appreciative audience in the local Town Hall.

Framework for Improving Student Outcomes (FISO)

A key Framework for Improving Student Outcomes (FISO) focus for 2018 was to continue to Build Practice Excellence in the delivery of Literacy and Numeracy curriculum across the school. This was achieved through weekly Professional Learning Team meetings, a visit by a Literacy Coach, a peer observation process and attendance by designated staff in the regional Leading Literacy program. Another FISO focus was 'Empowering Students and Building School Pride', especially in regard to student goal-setting and monitoring of their progress in relation to those goals. Also, as a School Wide Positive Behaviour Strategy (SWPBS) school, we audited all our systems and expectations to see if they still met our current needs and then refreshed our focus on SWPBS right across the school, with a noticeable improvement in the school 'climate'. Our third FISO focus was to build 'Community Engagement in Learning', to strengthen parent involvement in the life of the school. We had a Parent Information evening early in the year and regularly invited parents to attend our weekly assemblies, Parent-Teacher-Student Interviews, special days and our Quest Expos at the end of each term. Survey results support our level of success in each of our FISO foci. The Staff Survey for the variables Professional Learning - 85% endorsement and Collective Responsibility - 85% endorsement. The student Attitudes to School survey had an endorsement of 76.7% for the Student Voice and Agency variable and 80% endorsement for the Stimulated Learning variable. The Parent Opinion Survey showed a 91.5% endorsement for the Parent Participation and Involvement variable and 90.1% endorsement for the School Communication variable.

Achievement

The Performance Summary indicates that Teacher Judgement of student achievement is at a higher level than 2017 for the percentage of students who are working at or above the expected standard in English and Mathematics, and slightly above the median for all Victorian schools. NAPLAN results for our Year 3 students show an improvement in Reading and Numeracy for the number of students in the top three bands, compared to our four-year average, but this result is still considerably below the median for all Victorian schools. The year 5 result is more pleasing, as student performance in the top three bands, in Reading in particular, has improved on our 4 year average and is now much closer to the median for all Victorian schools. It is noteworthy to recognise that the Relative Learning Gain for these Year 5 students in Reading shows 46% high growth, which is a great result. Throughout the year our goal of building practice excellence through the development of teacher capacity

and the implementation of a whole-school instructional model in both Literacy and Numeracy, has been a collective focus and the student performance data indicates that our efforts are gaining traction. Future directions will see the introduction of the Readers' and Writers' Workshop model across the school, a greater focus on Number Fluency Assessment and a refinement of our student assessment processes and analysis of data. Formative assessment will feature more prominently next year, with a particular emphasis on students understanding their learning goals and what they need to achieve to demonstrate success.

Engagement

Our main focus for student engagement has been to introduce the Quest Challenge (thinking curriculum) strategy across the school. The aim of this program is to engage students in the solving of real problems, through a process of 'front loading' them with the information they will need to enable them to solve the problem or challenge and then giving them time to create and present their solutions. In Term One we looked at Koorie culture with the challenge of creating their own 'dreamtime' story. In Term Two it was to study recycling and then to create their own musical instrument using recycled materials. In Term Three our focus was 'dinosaurs' with the challenge of discovering why they became extinct. (The latter part of this term was devoted to practising and performing in our school production entitled 'Detention'). In Term Four our focus was Government and Democracy. At the end of each Quest Challenge we held an 'Expo' where children were given the opportunity to showcase all that they had learned and created to their parents/carers. Having a common theme across the school has certainly been engaging for all students, being part of a learning community and our Quest 'Expos' have been very well-attended by parents and carers. Attendance data for 2018 shows that we have had slightly more absences than our four-year average. Analysis of that data indicates that a small number of students had some significant absences, which impacted on the overall attendance figure. The following strategies have been employed to encourage attendance and to monitor absences - ringing parents/carers of those students who have been absent for a number of days, using a 'Traffic Light' indicator of student absences on both the mid-year and end-of-year Pupil Report (Green - perfect attendance, Amber - some absences and Red - significant absences). Also, we give out special attendance awards to celebrate 100% attendance at the end of each term, with a major award at the end of the year for any students who haven't missed a day. In 2019 there will be a greater emphasis on building formative assessment tasks into the units of work as a means of regularly tracking the level of student understanding. Importantly, this will give each student an understanding of what they know and what they need to know to achieve success, which should increase their level of engagement.

Wellbeing

The Student Attitudes to School survey indicates, for the variable - Sense of Connectedness, an endorsement agreement similar to the median for all Victorian schools. However, it is slightly below our two-year average. For the variable - Management of Bullying, the percentage endorsement is slightly below the Victorian schools median and also below the school's two-year average. The reason for this slight decline is somewhat puzzling, as the overall school 'climate' seemed to be very positive. However, it is an area to investigate in 2019. During the second semester we re-evaluated the efficacy of the School Wide Positive Behaviour Strategy (SWPBS), with our 'Strathy Stars' values of Supporting each other, Trying your best, Acting safely and Respect, It was decided to record each misbehaviour and to create a data base, so that we could analyse who the main offenders were, when and where it happened, as well as the frequency of occurrences. Staff were encouraged to deliver SWPBS lessons in the classroom and all students were recognised for their positive SWPBS behaviour at our weekly assemblies and in the newsletter. Next year we will look at creating an SWPBS curriculum of lessons to create uniformity across the school. Our aim would be for every child to be able to confidently articulate the SWPBS expectations in each school setting.

Financial performance and position

The school's overall financial position is very sound with a considerable surplus to carry forward into 2019. Staffing and associated costs were kept within the credit allocation of the Student Resource Package (SRP). Equity funding was used to aid students with learning or behavioural difficulties, that were not already funded through the Program for Student with Disabilities. (We had three PSD funded students, all of whom will transition

to secondary school next year). This support was achieved through increasing Teacher Aide hours, to provide additional classroom support to identified students. Also this equity funding enabled us to employ SCOPE services to provide Speech Therapy sessions to identified students on a fortnightly basis throughout the year. Our Parents and Friends Association also contributed a considerable amount of money through School-Council approved fundraising activities. These funds were used to purchase reading resources and a security surveillance system following a mid-year break in. We were able to secure a grant of \$5000 from the Stephanie Alexander Kitchen Garden Program that enabled us to completely rebuild and re-equip our school vegetable garden, which was exciting. In 2019, it appears that our enrolment will increase slightly, so it is probable that we will increase to six classrooms, with the employment of additional staff.




For more detailed information regarding our school please visit our website at
<http://www.strathmertonps.vic.edu.au/>




Performance Summary

The Government School Performance Summary provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian Government schools.




All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes.





Members of the community can contact the school for an accessible version of these data tables if required.

Key: Range of results for the middle 60% of Victorian Government Primary Schools:  Results for this school:  Median of all Victorian Government Primary Schools: 

| School Profile | |
|---|--|
| <p>Enrolment Profile</p> <p>A total of 106 students were enrolled at this school in 2018, 51 female and 55 male.</p> <p>ND were EAL (English as an Additional Language) students and 4 percent ATSI (Aboriginal and Torres Strait Islander) students.</p> | |
| <p>Overall Socio-Economic Profile</p> <p>Based on the school's Student Family Occupation and Education index which takes into account parents' occupations and education.</p> |  |
| <p>Parent Satisfaction Summary</p> <p>Measures the percent endorsement by parents on their school satisfaction level, as reported in the annual <i>Parent Opinion Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |
| <p>School Staff Survey</p> <p>Measures the percent endorsement by staff on School Climate, as reported in the annual <i>School Staff Survey</i>. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> <p>Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.</p> |  |






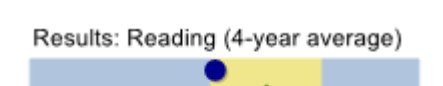


Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Achievement | Student Outcomes | School Comparison |
|---|---|---|
| <p>Teacher Judgement of student achievement</p> <p>Percentage of students in Years Prep to 6 working at or above age expected standards in:</p> <ul style="list-style-type: none"> English Mathematics <p>For further details refer to <i>How to read the Annual Report</i>.</p> | <p>Results: English</p>  <p>Results: Mathematics</p>  | <p> Higher</p> <p> Higher</p> |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools:
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆




| Achievement | Student Outcomes | School Comparison |
|--|--|--|
| <p>NAPLAN Year 3</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 3.</p> <p>Year 3 assessments are reported on a scale from Bands 1 - 6.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <ul style="list-style-type: none"> ○ Lower ○ Lower ● Similar ○ Lower |
| <p>NAPLAN Year 5</p> <p>The percentage of students in the top 3 bands of testing in NAPLAN at Year 5.</p> <p>Year 5 assessments are reported on a scale from Bands 3 - 8.</p> | <p>Results: Reading</p>  <p>Results: Reading (4-year average)</p>  <p>Results: Numeracy</p>  <p>Results: Numeracy (4-year average)</p>  | <ul style="list-style-type: none"> ● Higher ● Similar ● Similar ● Similar |





Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: ■
 Results for this school: ● Median of all Victorian Government Primary Schools: ◆

| Achievement | Student Outcomes | School Comparison | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-------------------|------|--------|------|---------|-----|-----|-----|----------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-------------------------|-----|-----|-----|---|
| <p>NAPLAN Learning Gain Year 3 - Year 5</p> <p>Learning gain of students from Year 3 to Year 5 in the following domains: Reading, Numeracy, Writing, Spelling and Grammar and Punctuation.</p> <p>NAPLAN learning gain is determined by comparing a student's current year result to the results of all 'similar' Victorian students (i.e. students in all sectors in the same year level who had the same score two years prior). If the current year result is in the Top 25 percent, their gain level is categorised as 'High'. Middle 50 percent, is 'Medium'. Bottom 25 percent, is 'Low'.</p> | <table border="1"> <caption>NAPLAN Learning Gain Percentages</caption> <thead> <tr> <th>Domain</th> <th>Low</th> <th>Medium</th> <th>High</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>23%</td> <td>31%</td> <td>46%</td> </tr> <tr> <td>Numeracy</td> <td>15%</td> <td>69%</td> <td>15%</td> </tr> <tr> <td>Writing</td> <td>15%</td> <td>62%</td> <td>23%</td> </tr> <tr> <td>Spelling</td> <td>31%</td> <td>38%</td> <td>31%</td> </tr> <tr> <td>Grammar and Punctuation</td> <td>15%</td> <td>62%</td> <td>23%</td> </tr> </tbody> </table> | Domain | Low | Medium | High | Reading | 23% | 31% | 46% | Numeracy | 15% | 69% | 15% | Writing | 15% | 62% | 23% | Spelling | 31% | 38% | 31% | Grammar and Punctuation | 15% | 62% | 23% | <p>NAPLAN Learning Gain does not require a School Comparison.</p> |
| Domain | Low | Medium | High | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 23% | 31% | 46% | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | 15% | 69% | 15% | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 15% | 62% | 23% | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | 31% | 38% | 31% | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar and Punctuation | 15% | 62% | 23% | | | | | | | | | | | | | | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: 
 Results for this school:  Median of all Victorian Government Primary Schools: 

| Engagement | Student Outcomes | School Comparison | | | | | | | | | | | | | | |
|---|------------------|-------------------|------|------|------|------|-----|------|------|------|------|------|------|------|---|---|
| <p>Average Number of Student Absence Days</p> <p>Average days absent per full time equivalent (FTE) student per year. Common reasons for non-attendance include illness and extended family holidays.</p> <p>Absence from school can impact on students' learning</p> <p>School Comparison A school comparison rating of 'Higher' indicates this school records 'less' absences than expected, given the background characteristics of students. A rating of 'Lower' indicates this school records 'more' absences than expected.</p> <p>Average 2018 attendance rate by year level:</p> <table border="1" data-bbox="528 907 1015 1003"> <thead> <tr> <th>Prep</th> <th>Yr1</th> <th>Yr2</th> <th>Yr3</th> <th>Yr4</th> <th>Yr5</th> <th>Yr6</th> </tr> </thead> <tbody> <tr> <td>88 %</td> <td>92 %</td> <td>94 %</td> <td>91 %</td> <td>93 %</td> <td>91 %</td> <td>93 %</td> </tr> </tbody> </table> | Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | 88 % | 92 % | 94 % | 91 % | 93 % | 91 % | 93 % | <p>Results: 2018</p>  <p>Few absences <-----> Many absences</p> <p>Results: 2015 - 2018 (4-year average)</p>  <p>Few absences <-----> Many absences</p> | <p> Similar</p> <p> Similar</p> |
| Prep | Yr1 | Yr2 | Yr3 | Yr4 | Yr5 | Yr6 | | | | | | | | | | |
| 88 % | 92 % | 94 % | 91 % | 93 % | 91 % | 93 % | | | | | | | | | | |

Performance Summary

Key: Range of results for the middle 60% of Victorian Government Primary Schools: Results for this school: Median of all Victorian Government Primary Schools:

| Wellbeing | Student Outcomes | School Comparison |
|--|------------------|---------------------------------|
| <p>Students Attitudes to School - Sense of Connectedness</p> <p>Measures the percent endorsement on Sense of Connectedness factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p> Similar</p> <p> Higher</p> |
| <p>Students Attitudes to School - Management of Bullying</p> <p>Measures the percent endorsement on Management of Bullying factor, as reported in the <i>Attitudes to School Survey</i> completed annually by Victorian Government school students in Years 4 to 12. The percent endorsement indicates the percent of positive responses (agree or strongly agree).</p> | | <p> Similar</p> <p> Similar</p> |

Financial Performance and Position

Commentary on the financial performance and position is included in the About Our School section at the start of this report

| Financial Performance - Operating Statement Summary for the year ending 31 December, 2018 | | Financial Position as at 31 December, 2018 | |
|--|--------------------|--|------------------|
| Revenue | Actual | Funds Available | Actual |
| Student Resource Package | \$1,188,914 | High Yield Investment Account | \$105,994 |
| Government Provided DET Grants | \$282,046 | Official Account | \$4,906 |
| Government Grants Commonwealth | \$5,100 | Total Funds Available | \$110,900 |
| Government Grants State | \$6,979 | | |
| Revenue Other | \$44,983 | | |
| Locally Raised Funds | \$105,787 | | |
| Total Operating Revenue | \$1,633,810 | | |
| Equity¹ | | | |
| Equity (Social Disadvantage) | \$81,628 | | |
| Equity Total | \$81,628 | | |
| Expenditure | | Financial Commitments | |
| Student Resource Package ² | \$938,726 | Operating Reserve | \$61,194 |
| Books & Publications | \$60 | School Based Programs | \$2,705 |
| Communication Costs | \$3,129 | Funds for Committees/Shared Arrangements | \$42,000 |
| Consumables | \$36,269 | Asset/Equipment Replacement < 12 months | \$2,000 |
| Miscellaneous Expense ³ | \$56,875 | Capital - Buildings/Grounds < 12 months | \$3,000 |
| Professional Development | \$5,942 | Total Financial Commitments | \$110,900 |
| Property and Equipment Services | \$109,139 | | |
| Salaries & Allowances ⁴ | \$203,361 | | |
| Trading & Fundraising | \$20,125 | | |
| Utilities | \$17,920 | | |
| Total Operating Expenditure | \$1,391,545 | | |
| Net Operating Surplus/-Deficit | \$242,265 | | |
| Asset Acquisitions | \$0 | | |

- (1) The Equity funding reported above is a subset of overall revenue reported by the school
 (2) Student Resource Package Expenditure figures are as of 15 March 2019 and are subject to change during the reconciliation process.
 (3) Misc Expenses may include bank charges, health and personal development, administration charges, camp/excursion costs and taxation charges.
 (4) Salaries and Allowances refers to school-level payroll.

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.

How to read the Annual Report

What does the *About Our School* section refer to?

The About Our School page provides a brief background on the school, an outline of the school's performance over the year and plans for the future.

The 'School Context' describes the school's vision, values and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics and special programs.

The 'Framework for Improving Student Outcomes (FISO)' section includes the improvement initiatives the school has selected and the progress they have made towards achieving them.

What does the *Performance Summary* section of this report refer to?

The Performance Summary reports on data in three key areas:

Achievement

- student achievements in:
 - English and Mathematics for National Literacy and Numeracy tests (NAPLAN)
 - English and Mathematics for teacher judgements against the curriculum
 - all subjects for Victorian Certificate of Education (VCE) examinations (secondary schools)

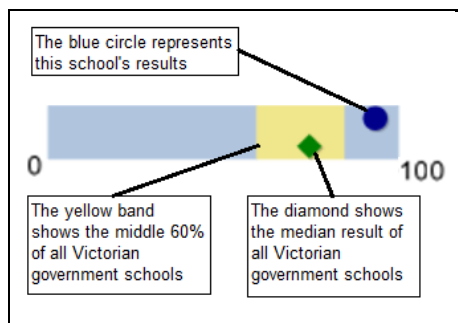
Engagement

- student attendance and engagement at school
- how many students leaving school go on to further studies or full-time work (secondary, P-12 and specialist schools)

Wellbeing

- Attitudes to School Survey (ATOSS)
- Sense of connectedness
- Management of Bullying

Results are displayed for the latest year, as well as the average of the last four years (where available).

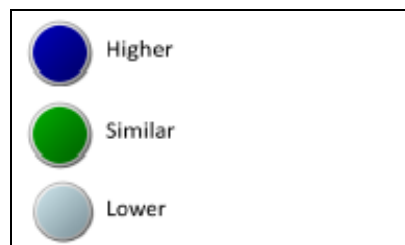


What does *School Comparison* refer to?

The School Comparison is a way of comparing this school's performance to similar schools in Victoria.

The comparison measure takes into account the school's academic intake, the socio-economic background of students, the number of Aboriginal students, the number of non-English speaking and refugee students, the number of students with a disability and the size and location of the school.

The School Comparison shows that most schools are achieving results that are '**Similar**' to other schools with alike student backgrounds and characteristics. Some schools are doing exceptionally well and have '**Higher**' performance. Some schools have '**Lower**' performance than expected and receive targeted support to ensure that there is improvement.



More information on School Comparison performance measures can be found at: <http://www.education.vic.gov.au/school/parents/involve/Pages/performance.aspx>

What does '*Data not available*' or '*ND*' mean?

Some schools have too few students enrolled to provide data. There may be no students enrolled in some year levels so school comparisons are not possible.

New schools have only the latest year of data and no comparative data from previous years.

The Department also recognises unique circumstances in Specialist, Select Entry, English Language and Community Schools where school-to-school comparisons are not appropriate.

What is the *Victorian Curriculum*?

The Victorian Curriculum F–10 sets out what every student should learn during their first 11 years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with a disability or students who may have additional learning needs.

'Levels A to D' are not associated with any set age or year level that links chronological age to cognitive progress (i.e. there is no age expected standard of achievement for 'Levels A to D').